



# Migrant Education Program Service Delivery Plan

September 2018 – August 2021

**Wisconsin Department of Public Instruction**  
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## Introduction

The purpose of the Title I, Part C Migrant Education Program is to design programs that help migratory children overcome educational disruption, cultural and language barriers, social isolation, health-related problems, and other factors inhibiting migratory children from doing well in school and making the transition to postsecondary education or employment [Title I, Part C, Sec. 1301(5)]. The goal of the Wisconsin Department of Public Instruction (DPI) Migrant Education Program (MEP) is to improve migratory students' academic success by providing supplemental educational programming and services to migratory children ages three through twenty-one.

## Legislative Mandate

Section 1306(a)(1) of Title I, Part C of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) requires State Education Agencies (SEAs) and their local operating agencies to identify and address the unique educational needs of migratory students in accordance with a comprehensive plan that:

- (A) is integrated with other programs under this Act or other Acts, as appropriate;
- (B) may be submitted as a part of a consolidated application under section 8302, if —
  - (i) the unique needs of migratory children are specifically addressed in the comprehensive State plan;
  - (ii) the comprehensive State plan is developed in collaboration with parents of migratory children; and
  - (iii) the comprehensive State plan is not used to supplant State efforts regarding, or administrative funding for, this part;
- (C) provides that migratory children will have an opportunity to meet the same challenging State academic standards that all children are expected to meet;
- (D) specifies measurable program goals and outcomes;
- (E) encompasses the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;
- (F) is the product of joint planning among such local, State, and Federal programs, including programs under Title I, Part A, early childhood programs, and language instruction educational programs under Title III, Part A; and
- (G) provides for the integration of services available under this part with services provided by such other programs.

## Overview of Migrant Education Program in Wisconsin

The primary purpose of the Wisconsin MEP is to help migratory children and youth overcome challenges of mobility, frequent absences, early withdrawal or late enrollment into school, social isolation, and other difficulties associated with a migratory life, in order to succeed in school. Furthermore, the Wisconsin MEP gives priority for services to migratory children and youth who made a qualifying move within the previous one-year period and who are failing, or most at risk of failing, to meet the state's content and performance standards, or have dropped out of school.

When compared to other states, Wisconsin has a relatively small migratory student population. Most migratory students live in Wisconsin for a short time before returning to their home state. The majority of Wisconsin's migratory students come from Texas and Florida. There were 692 migratory students identified in the 2016-17 Consolidated State Performance Report (CSPR) Category I count, with the following demographics:

- 12% were preschool-aged (three to five years old);
- 48% were elementary students (Grades K-6);
- 30% were secondary students (Grades 7-12);
- 4% were Out-of-School Youth (OSY);
- 49% were identified as Priority for Services (PFS); and
- 44% were Limited English Proficient (LEP), predominantly Spanish speakers.

During the 2016-17 CSPR timeframe, Wisconsin had 18 district-based projects for 417 students during the regular school year and nine district-based summer projects serving 112 students.

As a result of the Comprehensive Needs Assessment (CNA) completed in 2017, Wisconsin restructured the MEP into a regional summer model, which began July 2018. The Wisconsin MEP will continue the regional summer model for the duration of this service plan, ending in 2021.

Subgrantees for the regional summer program are determined through a grant application process. To be funded, a summer program must offer at least a three-week program with a minimum of 60 hours of services provided. Services will include school readiness for preschool, literacy and mathematics for K-8 students, and credit accrual and leadership opportunities for high school students and out-of-school youth (OSY). Services will focus on the individual needs of the students in the program.

Summer programs will identify, assess, and serve OSY. Referrals to appropriate migrant service providers will be made depending on individual youth needs. Regional program staff will facilitate transition for all migratory students from the summer program to the regular year.

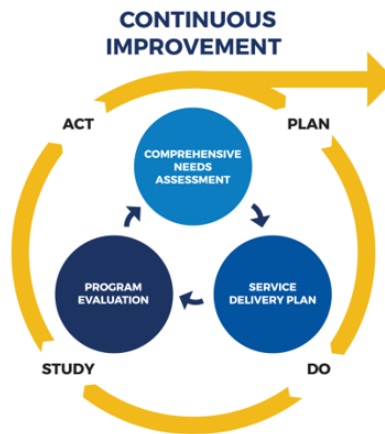
## Service Delivery Plan Process

The purpose of the MEP Service Delivery Plan (SDP) is to provide regional MEP staff and other MEP stakeholders with a blueprint that can be used to improve the academic achievement of migratory students and youth living in Wisconsin. The MEP SDP was developed through a collaborative process to:

- provide details on objectives, strategies, and activities planned to meet state performance goals;
- identify the resources available to implement the plan; and
- describe a system for local accountability.

The primary purpose of the Wisconsin MEP is to identify the needs of migratory students in order to target services for the greatest impact, and provide measurable program objectives and outcomes for migratory children.

The Wisconsin MEP follows a continuous improvement cycle, which mirrors the continuous improvement cycle set forth by United States Department of Education's (USDE) Office of Migrant Education (OME).



Each step of the cycle builds on the previous step and informs the next. The steps include:

- **Comprehensive Needs Assessment (CNA):** a 5-step model to identify major concerns, gather data to define needs, and select priority solutions;
- **Service Delivery Plan (SDP):** a multi-step process to convene stakeholders to select research-based strategies (based on the CNA findings) to meet the needs of migratory children and youth, develop a plan to implement the strategies, and establish measurable goals and targets for accountability;
- **Implementation of SDP:** information dissemination and training to align site services and goals with the statewide plan, roll-out of strategies, and data collection for accountability; and
- **Evaluation:** measures to determine the extent to which strategies were implemented with fidelity and the impact of those strategies on migratory student achievement.

During this process, Wisconsin MEP staff worked with key migrant education stakeholders and content area experts. Some staff and stakeholders were involved in the CNA process, provided input, and assisted in writing the SDP, ensuring continuity from one phase of the continuous improvement cycle to the next. A brief timetable highlighting the steps taken to accomplish the SDP development is listed below.

Winter 2017

- Completed and analyzed results of the CNA, which included consultation with parents of migratory children.

#### Summer 2017

- Finalized strategies, Measurable Program Outcomes (MPOs), and completed the 2017-2018 SDP.

#### Fall 2017

- Communicated the new SDP model to Local Education Agencies (LEAs), parents, and stakeholders.
- Finalized the evaluation plan.
- Implemented the last year of “regular-term” grant funded LEA programming.

#### Spring 2018

- Identified regions for the identified new regional summer service delivery model.

#### Summer 2018

- Implemented new regional service delivery model.

#### Fall 2018

- Collected and analyzed data gathered during the first regional summer grant term.
- Revised the SDP for 2018-2021.

The 2017-18 SDP was approved by the United States Department of Education’s OME. The 2018-2021 SDP will be submitted to OME to meet federal statutory and regulatory requirements set forth in Section Title I, Part C of ESEA.

## Service Delivery Plan General Framework

This section shows the alignment of the required components of the SDP: the state performance goals, a comprehensive needs assessment (CNA), service delivery strategies, and Measurable Program Outcomes (MPOs). Each component has its own function in the SDP, but all are aligned to provide a cohesive and consistent approach to enable migratory students to achieve state performance goals and targets.

### ***ESSA State Performance Goals***

Listed below are Wisconsin statewide performance goals as published in Wisconsin’s ESSA State Plan, approved by USDE in January 2018. These state performance goals are found under:

4. Statewide Accountability System and School Support and Improvement Activities (ESEA section 1111(c) and (d)):
  - iii: Establishment of Long-Term Goals (ESEA section 1111(c)(4)(A))

The full, approved Wisconsin ESSA State Plan can be found here:

<https://dpi.wi.gov/sites/default/files/imce/esea/pdf/01%2011%2018%203rd%20Resubmission%20with%20Tracked%20Changes.pdf>.

#### 1. Academic Achievement

Wisconsin has set the ambitious goal of cutting the achievement gap in half for each subgroup within six years. For English Language Arts (ELA), this means a 1.0

percentage point annual increase in grade-level proficiency for the all students group. Higher annual increases are required for the other subgroups – ranging from 1.6 percentage points in grade-level proficiency for Asian students to 4.0 percentage points in grade-level proficiency for black students. For mathematics, it means a 1.0 percentage point annual increase in proficiency rate for the all students group. Higher annual increases are required for the other subgroups – ranging from 1.4 percentage points for Asian students to 4.2 percentage points for black students. While the targets are specific to each subgroup, the length of time to halve the gap is six years for all groups. The goal to cut the gap in half reflects Wisconsin’s expectation that all students graduate from high school ready for college and career, and the urgency needed to ensure that this expectation must be met for all students, regardless of race, income and ability.

## 2. Graduation Rate

Wisconsin’s long-term graduation goal, consistent with the ambition of Wisconsin’s other long-term goals, is to halve the graduation gap within six years. The goal to halve the gap within six years conveys both a need to remediate unequal outcomes and permits time for schools to address their gap. As a consequence, the goals are necessarily ambitious. Based on baseline rates, the goals for the comparison student groups range from 90.4 percent for all students to 95.5 percent for students who are not economically disadvantaged. All comparison groups have annual targets to increase graduation rates by approximately 0.3 percentage points. The resulting long-term rates for target subgroups to close the gaps with the comparison groups within six years extend from 77.6 percent for English learners to 93.4 percent for Asian students. Annual required increases range from 0.4 percentage points for Asian students to 2.7 percentage points for black students.

## 3. English Language Proficiency

Wisconsin’s state-level long-term goal for students making progress in achieving English language proficiency (hereafter referred to as ELP Progress) is to achieve an 18-point increase in the percentage of students on-track to proficiency by the end of six years, in alignment with the timeline of the academic achievement and graduation rate goals. This translates to a three-point annual increase in the percentage of English learners on-track to reach English language proficiency (ELP) within expected timelines. The state-level on-track trajectory is built off of student level goals which are differentiated by student grade level and English proficiency level at time of entry to Wisconsin schools. The student-level time-to-proficiency goal may be anywhere from one to eight years and is included in Appendix A of the ESSA state plan. This goal requires substantial improvement in the percentage of ELs on track to proficiency. The amount of annual improvement required is consistent with the 2- to 4-percentage point annual improvement needed to reach Wisconsin’s ambitious ELA and mathematics achievement goals for subgroups who are behind in the state.



## ***Comprehensive Needs Assessment (CNA)***

In 2017, the Wisconsin MEP completed a CNA that identified and prioritized the unique and continually challenging educational needs of Wisconsin migratory students. The following needs statements were developed as a result of the CNA:

1. There is a need to develop a referral infrastructure to ensure migratory students are counted and served.
2. There is a need for the State MEP staff to provide services based on the location of migratory students.
3. There is a need to recruit and identify all eligible children through age 21.
4. There is a need to increase student achievement in core academic areas for migratory children.
5. There is a need to reorganize to serve more migratory students.
6. There is a need to provide intensive training to positively impact student achievement.
7. There is a need to provide more effective and accurate data collection.

Based on these needs statements, the Wisconsin MEP restructured the delivery of services to a regional summer model that will be in place from 2018-2019 through 2020-2021. Following the continuous improvement cycle, Wisconsin MEP staff will complete a CNA in 2020 to evaluate the efficacy of the service delivery model.

## **CNA/SDP/Evaluation Alignment Chart**

The CNA/SDP/Evaluation Alignment Chart lists the required components of the SDP (State performance targets, needs assessment, service delivery strategies, MPOs, and evaluation) and the alignment of these components. Each of the components are linked to provide a cohesive and consistent approach to enable migratory students to achieve State performance goals and targets, and guide the evaluation.

### **Goal Area #1: Reading**

**State Performance Target:** In 2018-19, 44.3% of students in grades 3-8 will meet the standards in English language arts (ELA) on the Wisconsin Forward Exam.

**Concern Statement:** We are concerned that fewer migratory students are scoring proficient in ELA than non-migratory students.

**Data Summary:** In 2017-18, 27.4% of migratory students in grades 3-8 scored proficient in ELA compared to 42.6% of non-migratory students.

**Need Statement:** The percentage of migratory students scoring proficient on the Wisconsin Forward ELA Exam needs to increase by 15.2% to eliminate the gap between migratory and non-migratory students.

<b>Strategy 1.1</b> Coordinate/provide research/evidence-based summer reading instruction to migratory students utilizing high quality instructional materials.
<b>Strategy 1.2</b> Coordinate with Title III to enhance reading instruction and provide additional support to migratory English learners (ELs).
<b>Strategy 1.3</b> Implement evidence-based attendance strategies during summer programming to ensure migratory students participate for a sufficient amount of time as to have an impact on reading skills.

Measurable Program Outcome (MPO)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
<b>MPO 1a:</b> By the end of each summer term (2019, 2020, 2021), 65% of migratory students receiving MEP-funded summer reading instruction assessed with pre/post reading assessments will maintain or increase their score.	1.1.1 What percentage of migratory students receiving summer reading instruction maintained or increased their score on reading assessments?	1.1.2 What types of MEP-funded supplemental reading instruction was provided to students during the summer?  1.1.3 What curriculum or instructional programs were used to teach reading?

## Goal Area #2: Mathematics

**State Performance Target:** In 2018-19, 43.2% of students in grades 3-8 will meet the standards on the Wisconsin Forward Exam.

**Concern Statement:** We are concerned that fewer migratory students are scoring proficient in mathematics than non-migratory students.

**Data Summary:** In 2017-18, 16.4% of migratory students in grades 3-8 scored proficient in Mathematics compared to 46.3% of non-migratory students.

**Need Statement:** The percentage of migratory students scoring proficient on the Wisconsin Forward Mathematics Exam needs to increase by 29.9% to eliminate the gap between migratory and non-migratory students.

<b>Strategy 2.1</b> Coordinate/provide research/evidence-based summer mathematics instruction to migratory students utilizing high quality instructional materials.
<b>Strategy 2.2</b> Coordinate with Title III to enhance mathematics instruction and provide additional support to migratory English learners (ELs).
<b>Strategy 2.3</b> Implement evidence-based attendance strategies during summer programming to ensure migratory students participate for a sufficient amount of time as to have an impact on mathematics skills.

Measurable Program Outcome (MPO)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
<b>MPO 2a:</b> By the end of each summer term (2019, 2020, 2021), 65% of migratory students receiving MEP-funded summer mathematics instruction assessed with pre/post mathematics assessments will maintain or increase their score.	2.1.1 What percentage of migratory students receiving summer mathematics instruction maintained or increased their score on mathematics assessments?	2.1.2 What types of MEP-funded supplemental mathematics instruction was provided to students during the summer?  2.1.3 What curriculum or instructional programs were used to teach mathematics?

### Goal Area #3: Graduation and Services to OSY

**State Performance Target:** In 2018-19, 89.1% of students will graduate from high school (4-year adjusted cohort).

**Concern Statement:** We are concerned that migratory students are graduating at a lower rate than their peers.

**Data Summary:** In 2016-17, the graduation rate of migratory students was 66.7% compared to 88.6% for non-migratory students.

**Need Statement:** The migratory student graduation rate needs to increase by 21.9% to eliminate the gap between migratory and non-migratory students.

<b>Strategy 3.1</b> Coordinate/provide secondary migratory students with credit accrual opportunities during the summer.
<b>Strategy 3.2</b> Regional Coordinators oversee the credit accrual and transition process to ensure credits received by secondary migratory students are reflected in student transcripts.
<b>Strategy 3.3</b> Coordinate/provide secondary migratory students and out-of-school youth (OSY) with opportunities for leadership development (e.g., evening programs to work on college essays, resumes, or other team building activities).
<b>Strategy 3.4</b> Collaborate with other service providers or provide needs-based academic and support services to OSY (e.g., assistance with English skills, utilizing OSY lessons developed by the OSY Consortium Incentive Grant, connecting with local resources regarding GED requirements).

Measurable Program Outcome (MPO)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
<b>MPO 3a</b> By the end of each summer term (2019, 2020, 2021), 50% of secondary migratory students that took a class for credit recovery/accrual will obtain credit toward high school graduation.	3.1.1 What percentage of migratory students enrolled in credit-bearing courses during 2018-19 received high school credit?	3.1.2 For which courses did secondary students receive credit?

## Goal Area #4: School Readiness/Non-Instructional Support Services

**State Performance Target:** There is no State performance target for School Readiness or Non-Instructional Support Services.

**Concern Statement:** We are concerned that migratory students are not receiving the support they need to be successful in school.

**Data Summary:** In 2015-16, 58% of migratory students received support services.

**Need Statement:** The percentage of migratory students receiving support services needs to increase by at least 25%.

<b>Strategy 4.1</b> Coordinate and collaborate with community-based services to ensure migratory preschool children are being served. If community-based services are not available, provide research/evidence-based school readiness instruction to migratory preschool children utilizing high quality instructional materials.
<b>Strategy 4.2</b> Provide high-quality family engagement activities and/or instruction to enhance and increase family learning and engagement.
<b>Strategy 4.3</b> Maintain ongoing collaboration with statewide recruiters.
<b>Strategy 4.4</b> Prior to the beginning of program implementation, all Regional Coordinators attend training/professional development with WDPI MEP staff. Utilizing the materials from this training, Regional Coordinators provide training/professional development to regional MEP staff.

Measurable Program Outcome (MPO)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
<b>MPO 4a</b> By the end of each summer term (2019, 2020, 2021), 65% of preschool-aged migratory children receiving MEP-funded school readiness instruction during the summer and assessed with pre/post school readiness assessments will maintain or increase their score.	4.1.1 What percentage of migratory preschool children receiving summer instruction maintained or increased their score on school readiness assessments?	4.1.2 What types of MEP-funded supplemental instruction was provided to migratory preschool children?  4.1.3 What other programs provided preschool instruction to migratory preschool children?
<b>MPO 4b</b> By the end of each summer term (2019, 2020, 2021), 80% of families that participate in MEP family engagement activities will report increased knowledge of the content presented.	4.2.1 What percentage of families participating in MEP family engagement activities reported increased knowledge of the content presented?	4.2.2 How many family members participated in MEP family activities?  4.2.3 What types of family engagement activities were provided?
<b>MPO 4c</b> By the end of each summer term (2019, 2020, 2021), 80% of regional MEP staff surveyed that participated in MEP professional development will report that training increased their skills for supporting migratory students.	4.3.1 What percentage of regional MEP staff reported that MEP professional development increased their skills for supporting migratory students?	4.3.2 What types of professional development were provided to regional MEP staff?

## Components of the Wisconsin MEP Evaluation

The statewide evaluation measures the effectiveness of the Wisconsin MEP, examining the fidelity between the implementation of the State's strategies as stated in the MEP SDP, determining progress toward the State's Measurable Program Outcomes (MPOs), as well as progress toward the State performance targets (Performance Goals 1 and 5 as found in Part I of the Consolidated State Performance Report (CSPR) collected data, related to the five ESEA Goals), and the four Government Performance Reporting Act (GPRA) measures adopted by OME. The overall objectives of the Wisconsin MEP evaluation are to:

1. Collect, analyze, summarize, and prepare reports that contain MEP progress toward State performance indicators based on the percent proficient in reading/language arts and math in grades 3-8 and high school; high school graduation rate; and dropout rate disaggregated by migratory priority for services (PFS), non-PFS, and non-migratory students.

2. Collect, analyze, summarize, and prepare reports that contain MEP MPO data disaggregated by migratory PFS and non-PFS students.
3. Collect, analyze, summarize, and prepare reports that contain GPRA data by age/grade level.
4. Based on data comparing implementation and performance results to performance targets, prepare and report recommendations to inform state education agency (SEA) decision making for the improvement of MEP services [e.g., data needed to collect in an update to the Comprehensive Needs Assessment (CNA); updated performance targets updated in the SDP based on overachievement of MPOs].

The evaluation of the Wisconsin MEP examines both implementation and outcomes (results) in accordance with Federal reporting requirements as specified in the [OME Migrant Education Program Evaluation Toolkit: A Tool for State Migratory Directors](#) (U.S. Department of Education, 2012) to determine the extent to which the State performance targets, strategies, and MPOs in reading, mathematics, school readiness, and high school graduation/services to OSY have been addressed and met.

The CNA/SDP/Evaluation Alignment Chart found in the previous section also guides the program evaluation.

Implementation of all strategies identified in the Wisconsin SDP is measured using a Fidelity of Strategy Implementation (FSI) Tool that is anchored to specific implementation-based best practices in designing and implementing effective programs for migratory children and youth. Ratings on the FSI are self-assigned by Regional Coordinators and regional staff after reviewing evidence and coming to consensus on their ratings. The FSI's ratings are based on a 5-point rubric that measures the degree of implementation from "not evident" to "exceeding". Questions answered by implementation data include these examples:

- What types of MEP-funded supplemental reading and mathematics instruction was provided to students during the summer?
- What curriculum or instructional programs were used to teach reading and mathematics?
- For which courses did secondary students receive credit?
- What types of MEP-funded supplemental instruction was provided to migratory preschool children?
- What other programs provided preschool instruction to migratory preschool children?
- How many families participated in MEP family engagement activities?
- What types of family engagement activities were provided?
- What types of professional development were provided to regional MEP staff?

As part of the results evaluation, achievement on State performance targets are reported to determine the overall effectiveness of State and regional MEPs, and results related to MPOs are reported to evaluate the impact of MEP services for migratory students. Of note is that during

2017-18, 152 migratory students were assessed with State ELA and Mathematics assessments (<https://wisedash.dpi.wi.gov/Dashboard/portalHome.jsp>, Retrieved December 2018), which averages 25.3 students per grade level assessed (grades 3-8). Per guidance from OME, the Wisconsin MEP State performance and MPO results do not need to be disaggregated by PFS and non-PFS students due to the fact that Wisconsin qualifies as a “small” state with less than 30 students per grade level assessed on State assessments. Should this change in future years, State performance target and MPO results will be disaggregated by PFS and non-PFS students.

Data are collected and submitted by each region using surveys, student assessment results, records reviews, and other sources identified in this Evaluation Plan. Questions answered by outcome data include the examples below.

- What percentage of migratory students receiving MEP-funded summer reading instruction maintained or increased their score on reading assessments?
- What percentage of migratory students receiving MEP-funded summer mathematics instruction maintained or increased their score on mathematics assessments?
- What percentage of migratory students enrolled in credit-bearing courses during 2018-19 received high school credit?
- What percentage of migratory preschool children receiving MEP-funded summer instruction maintained or increased their score on school readiness assessments?
- What percentage of families participating in MEP family engagement activities reported increased knowledge of the content presented?
- What percentage of regional MEP staff reported that MEP professional development increased their skills for supporting migratory students?

Data sources include regional MEP staff, families, students and youth, and recruiters/advocates. Data analysis procedures include descriptive statistics based on Wisconsin migratory student demographics, program implementation, and student and program outcomes; and means and frequencies, trend analyses, and inferential statistics as appropriate.

The Logic Model on the following page is a visual representation of the intent of the Wisconsin MEP. The logic model provides the foundation for assessing the effectiveness and progress of the Wisconsin MEP, ensures a realistic picture of what the program can expect to accomplish, and helps tell the story and show the impact of the Wisconsin MEP.

## Wisconsin Migrant Education Program Logic Model

Inputs	Activities	Outputs	Short-term Outcomes	Mid-term Outcomes	Long-term Outcomes
<ul style="list-style-type: none"> <li>• MEP allocation</li> <li>• State MEP staff</li> <li>• Regional Coordinators</li> <li>• Regional MEP staff</li> <li>• Evaluation/data team</li> <li>• Collaborators (e.g., community agencies, institutions of higher education, other State/Federal programs)</li> <li>• CNA results</li> <li>• Evaluation data (implementation/results)</li> </ul>	<ul style="list-style-type: none"> <li>• Summer programs</li> <li>• Reading and mathematics instruction</li> <li>• Credit accrual and recovery</li> <li>• Student leadership activities</li> <li>• Support services</li> <li>• Parent activities</li> <li>• MEP Regional Coordinator training-of-trainers</li> <li>• Regional MEP staff training</li> <li>• Continuous Improvement Cycle</li> <li>• SEA monitoring/technical assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Migratory students served during the summer</li> <li>• Regional service delivery model</li> <li>• Regional MEP staff provide reading and math instruction to students</li> <li>• Regions host parent activities and events</li> <li>• Regional MEP staff attend PD</li> <li>• Collaborators provide services to migratory students</li> <li>• Migratory children recruited and identified</li> </ul>	<ul style="list-style-type: none"> <li>• Increased student reading and math skills</li> <li>• More secondary-aged students obtaining high school credits</li> <li>• Regional MEP staff develop relationships with migratory students</li> <li>• Families involved in supporting their children's education</li> <li>• Regional MEP staff trained</li> <li>• MEP services found effective sustained</li> </ul>	<ul style="list-style-type: none"> <li>• 65% of students maintain or increase their reading scores</li> <li>• 65% of students maintain or increase their mathematics scores</li> <li>• More students on-track for high school graduation</li> <li>• 65% of preschoolers maintain or increase their school readiness scores</li> <li>• Increased participation in MEP summer programming</li> <li>• Increased regional MEP staff skills for supporting migratory students</li> </ul>	<ul style="list-style-type: none"> <li>• Increased number of migratory students scoring proficient or above on State assessments</li> <li>• Increased high school graduation rates</li> <li>• Increased number of migratory students attending postsecondary education</li> </ul>

## Evaluation Data Collection Plan

For program improvement purposes and in accordance with the evaluation requirements provided in 34 CRF 200.83(a)(4), evaluation data and demographic information is compiled, analyzed, and summarized by an external evaluator in collaboration with Wisconsin MEP staff.



These activities help the State determine the degree to which the MEP is effective in relation to the State performance targets, strategies, and MPOs. Specifically, data are collected to assess student outcomes, monitor student progress, and evaluate the effectiveness of the MEP. The data collected for these various purposes are listed in the tables below. Each data element is accompanied by a notation about the frequency of collection and the individual or agency responsible.

In the areas of reading and math, measurement tools used to determine progress include student scores on the Wisconsin Forward Exam in ELA and Mathematics. The performance labels (from low to high) are: *Below Basic*, *Basic*, *Proficient*, and *Advanced*. Students in grades 3-8 take the Forward Exams. Additional student results are reported using curriculum-based reading, mathematics, and school readiness assessments administered during summer programming for those students receiving MEP-funded instructional services.

Data element	Who collects	How collected	When collected
Number of eligible students recruited	SEA staff, Statewide Recruiters	Migrant Database	Daily updates
Documentation of COE accuracy	COE approval team; re-interview process	SEA approval team checks COE at submission and at COE data entry. Also during re-interview.	Collected at submission for SEA review. Annual re-interview process.
Number of students, by age/grade, enrolled in school, OSY programs, summer programs	Regional Coordinators and staff	Migrant Database	Summer
Number of students receiving services through highly qualified teachers and tutors	Regional Coordinators and staff	Migrant Database	Summer
Number and type of intra- and interstate coordination activities	SEA staff	Records kept by the SEA	Year-round
Number of families involved through attendance at parent meetings; participation in workshops, classes, parent training; and school/classroom visits	Regional Coordinators and staff	Records kept by regions	At time of function
Family engagement communication documentation	Regional Coordinators and staff	Records kept by regions	Summer
Number of regional MEP staff enrolled in professional development and specifics on training	SEA staff and Regional Coordinators	Records kept by the SEA and regions	At time of function
Documentation on monitoring and technical assistance review findings	SEA staff	Onsite visits Monitoring tool	Summer
Number of migratory students in grades K-8 who receive MEP-funded supplemental, content-based instructional services	Regional Coordinators and staff	Migrant Database	Summer

Data element	Who collects	How collected	When collected
Number of high school migratory students who receive MEP-funded supplemental, content-based instructional services	Regional Coordinators and staff	Migrant Database	Summer
Number of migratory students who graduate from high school	SEA staff	WI State Database	Fall/Winter
Number of migratory students who score proficient or above in ELA and math on State assessments	SEA staff	WI State Database	Fall/Winter
Level of implementation of the strategies in each Region	Regional Coordinators and staff	Fidelity of Strategy Implementation (FSI) Tool	Summer

## Measurable Program Outcomes

Reading MPO	Who collects	How collected	When collected
<b>MPO 1a:</b> By the end of each summer term (2019, 2020, 2021), 65% of migratory students receiving MEP-funded summer reading instruction assessed with pre/post reading assessments will maintain or increase their score.	Regional Coordinators and staff	Pre/post-test reading scores	Summer

Mathematics MPO	Who collects	How collected	When collected
<b>MPO 2a:</b> By the end of each summer term (2019, 2020, 2021), 65% of migratory students receiving MEP-funded summer mathematics instruction assessed with pre/post mathematics assessments will maintain or increase their score.	Regional Coordinators and staff	Pre/post-test mathematics scores	Summer

Graduation/Services to OSY MPO	Who collects	How collected	When collected
<b>MPO 3a:</b> By the end of each summer term (2019, 2020, 2021), 50% of secondary migratory students that took a class for credit recovery/accrual will obtain credit toward high school graduation.	Regional Coordinators and staff	Secondary course documentation (course, grade, credits)	Summer

School Readiness/Non-Instructional Support Services MPOs	Who collects	How collected	When collected
<b>MPO 4a</b> By the end of each summer term (2019, 2020, 2021), 65% of preschool-aged migratory children receiving MEP-funded school readiness instruction during the summer and assessed with pre/post school readiness assessments will maintain or increase their score.	Regional Coordinators and staff	Pre/post-test school readiness scores	Summer
<b>MPO 4b</b> By the end of each summer term (2019, 2020, 2021), 80% of families that participate in MEP family engagement activities will report increased knowledge of the content presented.	Regional Coordinators and staff	Form 1: Family Education Evaluation	At each activity

School Readiness/Non-Instructional Support Services MPOs	Who collects	How collected	When collected
<b>MPO 4c</b> By the end of each summer term (2019, 2020, 2021), 80% of regional MEP staff surveyed that participated in MEP professional development will report that training increased their skills for supporting migratory students.	Regional Coordinators and staff	Form 2: Regional MEP Staff Survey	Summer

Data analysis procedures to be used will include descriptive statistics (e.g., means, frequencies, t-tests); trend analysis noting substantial tendencies in the data summarized according to notable themes; and analyses of representative self-reported anecdotes about successful program features and aspects of the program needing improvement.

For all programs and services, the progress monitoring plan calls for the collection of data on identification and recruitment (ID&R), student participation, coordination activities (including inter/intrastate coordination and home/school partnerships), staff and parent perceptions about program effectiveness, professional development, and program strengths and areas needing improvement.

## Interpreting and Using Evaluation Results

The Wisconsin MEP supports regions in their efforts to use evaluation results for making mid-course corrections and improving program services through:

- distributing materials to support professional development activities among regional MEP staff during regional meetings and statewide workshops;
- providing opportunities for regions to share ideas and discuss the use of evaluation results for improvement during statewide meetings;
- reviewing program monitoring results and actions;
- sharing information and providing consultation on increasing the reliability of data collection and reporting, interpreting data, and student progress monitoring for improving instruction;
- including language in the regional MEP application asking regions to discuss how evaluation results will be used for program improvement purposes;
- coordinating with the outside evaluator to review processes, procedures, and supports provided to regional MEPs;
- sharing information among regional MEPs from State and national reading, math, and ID&R meetings, conferences, and forums that focus on the use of data for improvement; and
- offering training-of-trainers sessions for MEP Regional Coordinators to support their efforts in assisting regional staff to use evaluation results to make mid-course corrections and improve MEP programs and services.

## Written Evaluation Report

To comply with Federal guidelines, the Wisconsin MEP will submit a full, written evaluation report to OME by October 31, 2019. This report will include both implementation and results data. The report will examine the planning and implementation of services based on substantial progress made toward meeting performance outcomes as well as the demographic dimensions of migratory student participation; staff and family feedback regarding improvement, achievement, and other outcomes; and the accomplishments of the Wisconsin MEP.

The Wisconsin MEP used a contracted external evaluation firm (META Associates) in 2018-2019 to help ensure objectivity in evaluating Wisconsin's MEP, to examine the effectiveness of services, and to make recommendations to improve the quality of the services provided to migratory students. To evaluate the services, the external evaluators had responsibility for:

- creating evaluation data collection forms and the systems and timelines for submitting evaluation data requirements;
- collecting and analyzing evaluation data; and
- preparing a full evaluation report to determine the extent to which progress was made and objectives were met.

The evaluators collect formative and summative evaluation data to determine the level of implementation of the strategies contained in the SDP, the extent to which progress was made toward the State Performance Goals in ELA, mathematics, graduation and dropout rates, the MEP MPOs, and the GPRA measures.

## Priority for Services

ESSA Section 1304(d) requires Migrant Education Programs to give priority to migratory children who made a qualifying move within the previous one-year period and who:

- are failing, or most at risk of failing, to meet the challenging State academic standards; or
- have dropped out of school.

These students are referred to as Priority for Services (PFS) students. As such, the state MEP staff will ensure its subgrantees properly identify PFS students and their needs so services can provide the greatest impact.

State MEP staff provides technical assistance to regional MEP staff in:

- reviewing grade history and existing assessment data for each newly identified migratory student to ensure PFS students are properly identified;
- understanding the unique needs of PFS students and their challenges;
- proper intervention strategies for PFS students;
- coordination of services and communication;

- support services available to PFS students and their families; and
- if applicable, Wisconsin Portable Assisted Study Sequence (PASS) program and other properly accredited credit recovery or online courses.

## Identification and Recruitment (ID&R)

The Wisconsin MEP seeks to identify and recruit all eligible migratory children through age 21. The state MEP staff is tasked with maintaining a system of federally mandated quality control procedures. Accordingly, MEP staff closely monitors all identification and recruitment activities, including the collection and review of all Certificates of Eligibility (COEs) completed and submitted by the recruiters.

As of July 1, 2018, all identification and recruitment activities are coordinated at the SEA level. The recruiters' task is to find all eligible migratory children within the State of Wisconsin.

State MEP staff ID&R responsibilities include:

- mapping where migratory families are likely to live and work within Wisconsin;
- developing procedures to effectively identify and recruit all eligible migratory children in Wisconsin;
- training and guiding recruitment staff;
- providing quality assurance procedures to ensure accuracy and written eligibility documentation;
- providing leadership, consultation, and direct technical assistance on migratory student databases;
- developing and overseeing systems for ID&R and data management at the State and federal level;
- ensuring federally required quality control systems are in place;
- reviewing all COEs; and
- overseeing the annual re-interviewing process.

State Recruiter responsibilities include:

- developing recruitment activity plans in collaboration with State MEP staff;
- engaging with, and seeking referrals for, potential migratory children from agency partners, employers, and schools;
- obtaining information provided by parents, guardians, and others regarding child eligibility, including making eligibility determinations;
- accurately completing COEs; and
- following all procedures for quality control and timelines.

The Wisconsin ID&R Manual is posted on the Wisconsin DPI MEP website:  
<https://dpi.wi.gov/migrant/identification-recruitment>.

## Family Engagement

State and regional MEP staff will prioritize communication with parents and families, with a focus on increasing learning and engagement. Regional MEP staff will meet with migratory families, at the families' convenience, to inform and connect families with regional and community programs and resources, with a specific emphasis on children in preschool and OSY.

Regional MEP staff are required to conduct at least one family engagement activity at each summer school site during the summer program to engage families and to gather feedback on topics such as:

- understanding what their child is learning;
- knowing how to help their child at home;
- understanding their public school system;
- feeling welcome at school;
- planning for between-school transitions or graduation from high school and beyond; and
- support services available to students and their families.

Feedback gathered at family engagement events will be shared with State MEP staff and used to improve services provided during regional summer programs.

## Out-of-School Youth (OSY)

With the change to regional summer programming, the Wisconsin MEP will place emphasis on the identification of OSY. Regional and State staff will work to provide opportunities for OSY for leadership development, and will collaborate with other service providers or provide needs-based academic and support services to OSY. Leadership development may include evening programs to work on college essays, resumes, or other team building activities. OSY will also be provided opportunities to enroll in online courses and/or credit recovery classes.

## Exchange of Essential Documents

Federal legislation governing the MEP requires interstate coordination through shared responsibility and communication among the many partners involved in addressing migratory students' academic and supportive needs. The state MEP staff will continue to participate in interstate coordination initiatives to access resources and programmatic materials benefitting migratory students. The Wisconsin MEP will continue to participate in the OME sponsored trainings and meetings enabling collaboration between states.

In 2019, the Wisconsin MEP transitioned from the New Generation System (NGS) to MIS2000, a USDE approved web-based data management system, to meet Migrant Student Information Exchange (MSIX) and data quality control requirements. Wisconsin migratory students' school-related demographic, academic, and health information is entered into a secure web-based data management system. This system meets the privacy protections applicable to the collection and transmission of student data required by the Family Educational Rights and Privacy Act (34 CFR 99). The data management system maintains the most current, updated information on migratory students and is used to generate the State student count of eligible children as well as reports used in the identification and recruitment quality control process.

Proper maintenance of student eligibility and services information is a critical area of operation for Wisconsin's MEP. Wisconsin's state MEP staff will continue to use a data control system with a number of checks and balances to ensure the quality of data collected for eligibility of migratory students. State MEP staff will provide extensive technical assistance related to data quality issues in addition to communicating data flow requirements and timelines to all regional MEP staff. Training will be modified to meet regional program needs and emerging trends. State MEP staff will provide professional development opportunities for recruiters and regional coordinators to understand and implement State and federal policies regarding the MEP and to review the federal MEP, particularly as it relates to the legal requirements for determining eligibility and issues unique to identification and recruitment practices.

To meet the requirements of the OME, the data management system uploads data elements to MSIX on a daily basis. MSIX is a web-based portal linking states' migratory student record databases to facilitate the national exchange of migratory students' educational information among states. MSIX produces a single, consolidated record for each migratory child containing the information from each state in which the child has enrolled. It contains the data elements necessary for the proper enrollment, grade and course placement, and accrual of credits for migratory children.

Wisconsin State MEP staff will respond when requests for information on migratory students are received from other states and will assist regional coordinators to comply with such requests, as necessary. Whenever appropriate and possible, regional MEP staff will respond to requests electronically. When this is not feasible, staff will transfer records by other means.

Additionally, DPI is advancing the use of secure student records exchange within the State for migratory students using a secure data system. This system is called WISEdata and is built on the Common Education Data Standards (CEDS). It provides consistency in student records definitions and secure transmission. Another component of the WISEdata system enables Wisconsin school district staff with approved and appropriate access to view historical student records as soon as the student is enrolled in their district and the enrollment is submitted through WISEdata. Given that migratory families are highly mobile, the use of WISEdata for this purpose is extremely beneficial to migratory students.

## Implementation and Accountability

### Subgrant Process

Each year all regional programs will submit grant applications to the Wisconsin MEP for approval and funding through WISEgrants. WISEgrants is an online system for administering federal grants, including budgeting, claiming funds, and fiscal monitoring. WISEgrants was built upon the foundation of the Education Department General Administrative Regulations (EDGAR) and the federal Uniform Grant Guidance (2 CFR Part 200). State MEP staff review applications including the budget to ensure services are supplemental. Funds are awarded on a combination of formula and negotiation process which may include factors such as the number of migratory students served in the previous year, and services to be provided to migratory students based on student needs.

### Communication and Technical Assistance for Funded Programs

State MEP staff will communicate with regional MEP staff to establish rapport and to ensure engagement and compliance with the SDP. Communication strategies include:

- trainings;
- email and telephone communication; and
- on-site visits.

State MEP staff provide technical assistance and professional development opportunities to regional MEP staff to meet compliance requirements, improve program implementation, increase student outcomes, and assist sites in making programmatic decisions. Technical assistance topics include, but are not limited to:

- identification of migratory students, including PFS students;
- implementing the SDP;
- effective strategies for engaging migratory students;
- obtaining student-level academic data;
- using academic data to make informed decisions;
- best practices for academic intervention strategies;
- identifying and addressing the unique needs of migratory students;
- evidence-based programs to assist struggling students;
- engaging parents and families in their student's learning; and
- building collaborative partnerships with parents and family members.

### Monitoring Process for Funded Programs

State MEP staff monitor Title I, Part C funded programs annually. The monitoring process for funded programs includes an extensive review and approval of programmatic and fiscal information in the grant applications, submitted student data, and End-of-Term reports on an



annual basis to ensure the activities in the Wisconsin MEP SDP are implemented. Additionally, on-site monitoring of regional programs is conducted each year on the following elements:

- procedures to identify eligible PFS students;
- staffing and professional development;
- curriculum and instruction;
- support services;
- family engagement; and
- coordination with community partners.

### **ESEA Consolidated Monitoring**

DPI has oversight and monitoring responsibilities to review compliance within ESEA consolidated programs. Monitoring reviews will cover consolidated requirements (such as private school equitable participation, family engagement, and time and effort reporting) as well as requirements specific to individual Title programs. Small, cross-agency teams of DPI staff conduct the compliance monitoring.

Specifically, the ESEA consolidated monitoring process includes procedures to ensure that any district monitored ensures migratory children and formerly migratory children who are eligible to receive services under Title I, Part A are selected to receive such services on the same basis as other children who are selected to receive services under Title I, Part A (as required under ESSA Section 1112(c)(1)).

### **Next Steps**

The SDP will be posted on the Wisconsin DPI MEP webpage and disseminated to all regional MEP staff. A SDP rollout training will be provided to regional staff to ensure they are familiar with the SDP.

Grant applications, data collection tools, monitoring tools, professional development, and technical assistance activities will all be aligned with the SDP.

State MEP staff will continually evaluate the Wisconsin MEP and will revise the SDP based on the needs of migratory children, migratory activities, changes in resources, and feedback from migratory families and community partners.